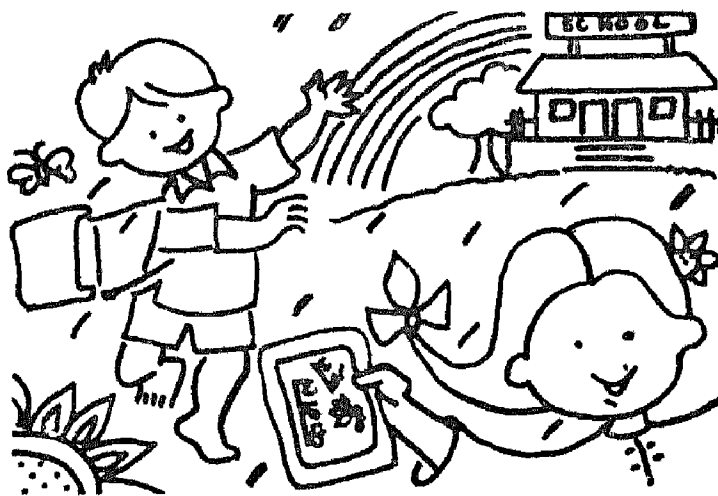


Unesco Sponsored

Innovative Pilot Project on Promotion of Primary Education of Girls & Disadvantaged Groups in Haryana



REPORT



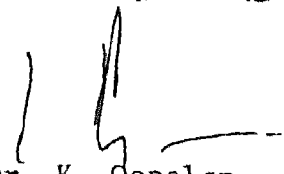
Department of Women's Studies
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi-110016

P R E F A C E

As a nation we committed ourselves to providing free and compulsory education to all children upto the age of fourteen. With a whopping 136 million enrolled in primary education, an additional 56 million children have still to be enrolled by 1997 for universal enrolment. Of these children 67 percent are girls. Among the 20 million additional children to be enrolled in classes I-V, 82% are girls. Our obvious focal group for universal primary education are girls and children from the disadvantaged groups. Our emphasis is to universalise enrolment and retention and also to see a remarkable improvement in learning achievement. We are trying to seek a balance of quantity, quality and equality in primary education. A highly responsive and responsible educational bureaucracy, committed and capable teachers and teacher educators, and an aware enlightened community are the tripod on which the success of universal primary education rests.

We not only have a very forward looking National Policy of Education, but also an equally detailed Programme of Action. Our experience shows that very often perception gaps exist between policy makers and practitioners at all levels. The Unesco sponsored Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Haryana is an attempt to build bridges between theory and practice, policy and implementation.

I am happy to present this report of Phase I of the Project, which when completed will mark the beginning of many such creative attempts to universalise primary education. I hope this report and the training materials generated will find wide readership and use. It is significant that the output of this project will form the basis for operationalising mobile training strategy for reaching out to every teacher and every community.



Dr. K. Gopalan
Director, NCERT

August 12, 1993

Innovative Pilot Project on Promotion of Primary Education of Girls & Disadvantaged Groups in Haryana

The Concept

The World Conference on Education for All (1990) and subsequent World Summit on Children held in September 1990 made a declaration. Goals of the Declaration include: expansion of early childhood care and developmental activities especially for poor disadvantaged and disabled children; universal access to basic education with emphasis on reducing disparities between boys and girls; sufficient emphasis on female literacy to reduce the current disparity; and increased acquisition by individuals and families of the knowledge, skills and values required for better living.

Chang Mai Meeting

The UNESCO Asian Centre of Educational Innovation for Development (ACEID) jointly with the Department of Non-Formal Education, Ministry of Education, Royal Government of Thailand, organized the Planning Meeting to assist Member States which have priority needs of promoting primary education for girls and disadvantaged groups, to generate grassroots-based pilot projects as growth points for promotion of primary education for girls and disadvantaged groups in rural and remote areas. The projects/programmes were expected to contribute to the promotion of universal primary education and eradication of illiteracy among the most needy population groups in the countries of Asia and the Pacific region.

The Meeting was supported under the UNESCO/Japanese Fund-in-Trust for the Promotion of Literacy in Asia and the Pacific and the inter-country project "Improvement of National Education Programmes through the Network of APEID".

The Meeting:

- (a) reviewed and analysed factors impeding effective participation of girls and children of disadvantaged groups in primary schools in rural areas;
- (b) prepared a project framework for initiating innovative programmes focused on promotion of primary education for girls and disadvantaged groups in rural areas; and
- (c) generated country specific proposals and plans for initiating grassroots based pilot projects as growth points.

The Meeting evolved a co-operative framework for initiating pilot projects/programmes in areas which are of critical importance for the promotion of primary education for girls and disadvantaged groups. Each country participant prepared a proposal for initiating pilot projects/programmes of critical importance and submitted by the Meeting.

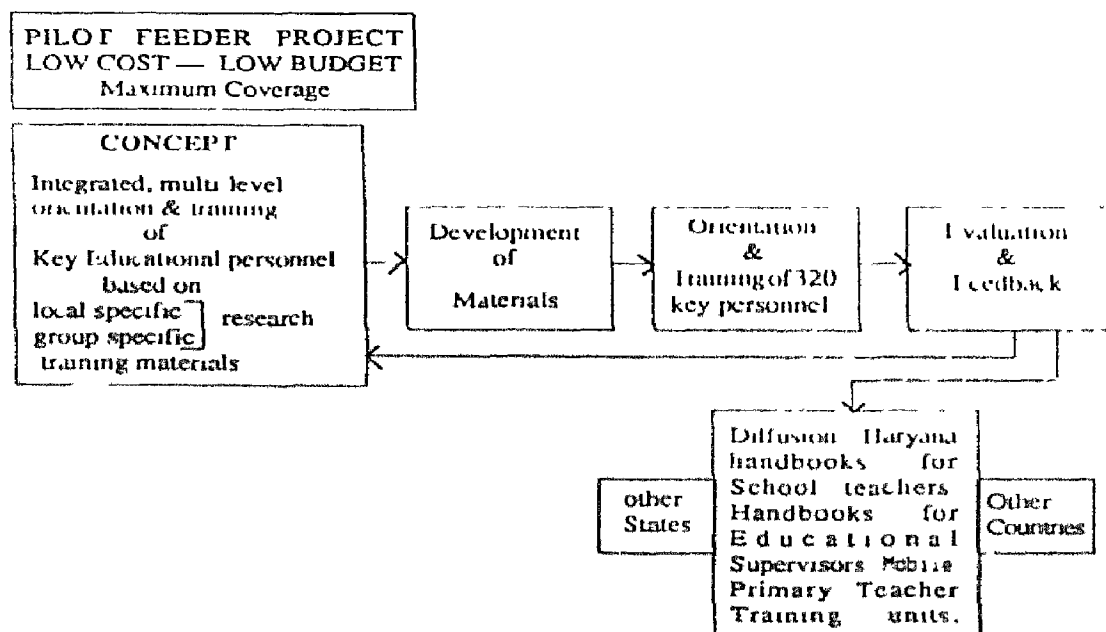
The Project

India is committed to providing free and compulsory education to all children upto the age of fourteen. National policies are, therefore, directed to reach out to girls and other disadvantaged groups in rural and remote areas. Several comprehensive and intensive Education for All (EFA) projects have been launched recently. It is felt that while there is commitment and understanding of problems and constraints among national and state level policy makers, there is still a lack of understanding and sensitivity (especially to gender issues) among implementers at all levels. Policy statements and broad guidelines, thus, do not get translated into concrete action for lack of exposure to new ideas and skills.

INNOVATIVE PILOT PROJECT ON PRIMARY EDUCATION FOCUS : GIRLS & DISADVANTAGED GROUPS IN RURAL & REMOTE AREAS

Goals: (i) Universalisation of Access, Enrolment, Retention and Achievement.

(ii) Bringing about Equality between Sexes in all Spheres.



Section 1

Design of the Project

Step 1: Building up a resource base

- Noting innovative practices in other states
- Preparation of a profile of girls education in Maryana
- Analysis of Status of women in Maryana
- Development of graphic materials

Step 2: Seeking official collaboration

- Meeting with Education Commissioner, Director Primar. Education, Director, S.C.E.R.T., Maryana.
- Identification of sample districts for intensive survey.

Step 3: Exploratory Exercise

- Meeting with district level officers and block education officers
- Visits to sample villages and primary schools.

Step 4: Conducting dropout girls study

- Collection and analysis of data
 - (a) Development of tools - (i) Village Head Schedule (ii) Institutional Schedule (iii) Household Schedule (iv) Dropout Girls Schedule (v) Never Enrolled School Girls Schedule (vi) Teacher Schedule
 - (b) Field work
 - (c) Analysis of data
 - (d) Report writing

Step 5: Integrating practitioners perceptions - Meeting of 16 District Primary Education Officers (DPEDOs) based on circulated information blank to 124 block education officers to be collated and presented by the DPEDOs.

Step 6: Development of training materials - Outcome of all the above activities would form the basis for the preparation of local specific training materials in workshop mode.

Step 7: Orientation and training of key educational personnel -
16 District Primary Education Officers, 124 Block Education Officers, 70 Primary Teachers, Educators from 50000-100000, and 50000 to be covered.

- Tribuilt evaluation at each stage for continuous feedback.
- Comprehensive evaluation after the training phase.
- Feedback for dissemination and diffusion.

Future Payoff to Haryana

- Help to overcome some of its difficulties in universalization of primary education.
- Nine selected villages, and the schools there in, to be adopted by Department of Women's Studies in collaboration with The Department of Education, Haryana, for continuous nourishment.
- Materials generated to form the basis for preparation of Handbooks for Educational Supervisors, Classroom Teacher and Parents.
- **Mobile Primary Teacher Training:** It is envisaged that audio-visual and print material prepared during Phase I shall form the basis for the implementation of mobile training strategy. Mobile training teams shall be equipped with the above for reaching out to teachers in groups of villages.
- Diffusion in other states and countries. The innovative project can serve as a reference point for other states or India and other countries engaged in the task of UPE.

Why Haryana

The State is committed to Universalisation of Primary Education by 1995. Haryana has provided schooling facilities to almost all villages. Only some small ~~clans~~ (inhabitations) are left to be covered.

The State is poised to move to better retention & achievement after a massive enrolment drive carried out recently by teachers and the community. Improved quality of infrastructure teacher training, curricular materials and classroom interaction is expected to lead to better learning outcomes among children.

The State accords prime importance to enrolling and retaining girls through various incentives, and policy statements indicate high political and bureaucratic commitment to improving education and status of women.

Since its inception in 1966, Haryana has made strides in building development infrastructure. Road, electricity, minor irrigation and telecommunications have reached every village. Agriculture and industry have progressed on a fast pace to increase the productivity and prosperity levels. Haryana has the second highest GNP per capita in the country.

On the other hand, Haryana fares poorly on all known indicators of status of women such as female mortality, fertility, infant mortality rate, age at marriage and level of female work force participation rate. Number of women per thousand males is as low as 865 and is the lowest amongst all states in the country. This is suggestive of low status of the female population in the state and requires a strong intervention.

Female literacy has improved from 27% in 1961 to 41% in 1991. Comparatively, male literacy rate has moved up from 55% to 69% during this period. Rural female literacy (crude) is only 37% and is only half the literacy rate for urban females (54%) and is lower than that of rural males by 25 percentage.

Girls (gross) enrolments have reached 91% for primary age group children (6-11 years) in comparison to boys whose enrolments had reached 113% in 1990-91. Bulk of the non-enrolled children are girls and drop out rates among girls is 72% compared to 24% among boys. Major effort is needed to enrol and retain girls and other children from disadvantaged groups in rural areas and to ensure adequate learning achievement among them.

The National Policy on Education 1986 and the Programme of Action (revised in 1992) give unequivocal priority to universalisation of primary education with focus on girls and disadvantaged groups in rural areas.

Future Action

- (i) The present project aims at helping the state in accelerating its programme on LfE, with accent on quality improvement and gender equality.
- (ii) Selected villages and the schools therein shall be adopted by Department of Women's Studies, NCERT, in collaboration with the Department of Education Haryana, for continuous support to grassroot action life mobilization of the community; setting up of Village Education Committee; orientation of Panchayat member and members of Mahila Mandals; organizing women and youth; development of NGO; enlisting parental and teachers support for all the above mentioned.
- (iii) Mobile primary teacher training to be initiated organized. It is envisaged that print materials generated in the project and audio-visual materials shall form the basis for the implementation of mobile training teams for reaching out to teachers, parents and the community in groups of villages. Block Resource Centres shall be set up under the District Primary Education Programme of the Government of India in the selected districts of Haryana, viz, Faridkot, Jind, Hisar and Sirsa. The Department of Women's Studies, NCERT will operationalise the concept of mobile training teams through the Block Education Office/Block Resource Centres or any other Primary Teacher Training Institutions.
- (iv) An attempt shall be made to enhance the capability of DFEP (District Primary Education Project) personnel to translate policies into concrete action.
- (v) Diffusion in other states and countries. This innovation project can serve as a reference point for other States of India and other countries engaged in the task of LfE.

Section 2

Operationalisation of the Project

Pre Project Phase

Step I: Building up Resource Base

As a preparatory activity after the Chang Mai Meeting and as part of on going work of the Data Bank, research base had already been developed including: (i) policies and programmes regarding girls education and primary education in Haryana (ii) social and demographic indicators impinging on girls education. (iii) educational situation in Haryana with focus on progress of literacy and primary education (iv) analysis of text books from the point of view of gender bias.

This effort contributed towards the development of the understanding of the problems, issues, magnitude and policies amongst the faculty and the research staff of the Department of Women's Studies.

Overall, the work helped in the development of the project.

Project Phase I

Step II: Seeking Official Collaboration

On signing of the contract, the project Director, Head, DWS called on the Education Commissioner, Govt. of Haryana and held joint discussions with the Director of Primary Education. They were fully apprised about the objectives of the project, proposed activities, time frame and funding pattern.

As Haryana is giving overriding priority to universalization of primary education, especially girls and disadvantaged groups, both the Educational Commissioner and Director Primary Education expressed their deep appreciation of the NCERT and the UNFSCO and gave a firm commitment to support the project fully. At the instance of the Project Director, a Women's Education Cell was started and made functional at the SCERT, Haryana in Bhiwani for providing necessary support to the project.

Step III: Exploratory Exercise

In order to strengthen our understanding of the grassroots realities in rural Haryana, a week long exploratory visit to three rural blocks and about eight to ten villages in the three rural low female literacy districts was conducted. The primary schools in the village of Kanwra, Mahawatpur, Lalpur, Nachauli helped us also to fix the parameters for the field based studies on causes of dropout and non enrolment among girls in rural Haryana.

In all the primary schools that were visited an attempt was made to observe a) the physical quality of school infrastructure, b) adequacy or otherwise of teachers. c) Classroom interaction and school climate.

Step IV: Conducting the Dropout and Never Enrolled Girls Study

This study offers some insights into the twin phenomena of dropout and non enrolment of girls in three districts of Haryana with lowest rural female literacy rates i.e. Bafthal (19.04%); Gurgaon (20.59%); and Faridabad (15.01%). The sample villages represent prosperous agricultural belt, the proximity of the industrial hub of the state and the Mewat region, the abode of Meus (Muslims), among whom female literacy is the poorest.

Objectives:

The present study was undertaken with the following objectives:

- (i) to analyze the causes for non enrolment and dropout of girls in rural area; and
- (ii) to suggest local specific intervention strategies.

Methodology

The methodology of the study is combination of quantitative methods of social science research. The study adopts the emerging social anthropological techniques of participatory research. The departures in participatory approach compared to conventional approach are indicated below:

Conventional Approach

Participatory Approach

Top down

Theoretical

Method Oriented

Status quoist

Assumptions based on
existing knowledge

Reliance on generalizations

Vertical relationship between
the researcher & research

Preconceived notions of problems,
needs, issues & their
resolution

Limited perceptions, often
truncated and sectoral

School as an entry point

Building of theory

Bottom up

Process Oriented

People Oriented

Change Oriented

Knowledge created in
participatory mode

Validity of Specificities

Horizontal, equalitarian
relations, blurring of
identities

Identification of problem
issues, needs by the
people

Wholistic, seeing a village
or a community as a
gestalt organic links
of intersecting
structures-physical,
development, social;
seeing education as a sub
system of the social system in
continuous interaction with
other sub systems.

Household and Community
as the entry points, users
needs articulated by them-
selves, solution also
offered by them.

Arising out of and terminating into
action

Major Departures

The study is innovative in several dimensions such as - household and the village community were used as the entry point instead of the school. The phenomena of dropout and non-enrolment of girls were studied separately. The two phenomena are somewhat similar in nature but not exactly the same. While dropout occurs once a child has actually been enrolled, non-enrolment can be due to several reasons including absence of a school within a convenient distance or at convenient time.

Since the education of girls is inextricably linked with the immediate socio-economic and cultural context, the study adopted the anthropological method of taking the village as a unit of inquiry.

As it is well established now primary education really belongs to people, and should be their concern, each villager needing to develop a stake in its implementation. These village studies have followed the wholistic, intersectoral and multidisciplinary framework. They provide location specific analysis and intervention strategies, taking into account the interactive social structure and the development infrastructure, as it impinges on education.

Instead of a team of educationists only, the study was an interactive process among the following:

Persons from Different Disciplines	--	Sociology
	--	Social Anthropology
	--	Women Studies
	--	Education
	--	Zoology
	--	Political Science
	--	Home Science
	--	Economics
	--	Psychology
Practitioners	--	Education Commissioner
	--	Director Primary Education

- District Primary Education Officers
- Block Education Officers
- Head Teachers
- Teachers

Community

- Leaders
- Parents
- Women
- Girls
- Deprived Groups

Arising out of the above, the study was process oriented, change oriented, people oriented. The net result has been the achievement of common perceptions and commonality of action. The study left none unchanged. In fact it now provides a framework for action by policy planners, administrators, teachers, teacher educators and community.

The Process

(i) Review of earlier studies and methodologies

(ii) Exploratory visits to study locations

(iii) Designing strategies and tools

- Sampling
- Interview Schedules
- Guidelines for Investigators for observation of physical, natural, cultural and social context including developmental infrastructure.
- Quality of physical infrastructure of schools, curricular processes, text-books, class room interaction, pupil teacher interaction and school community interaction.

(iv) Field study in 11 villages

(v) Analysis of Data, Report Writing

(vi) Feeding of Research Gains into the Content and Process of the multilevel Integrated Training.

Central Institute of Educational
Library & Documentation
Unit (NCEI T.)

Acc. No. F-19884
Date 24-8-93

Outcome

(1) Village Profiles

- (11) Major intervention strategies for reducing dropout and improving enrolment amongst girls and disadvantaged groups. (Study Report has been brought out separately).

Step V: Integrating Practitioners Perception

Practitioners of primary education at the district and the block level hold the key to:

- (a) Understanding and the identifying the real issues.
- (b) Proposing effective strategies.

Schedules were drawn out for the District Primary Education Officers and Block Education Officers for ascertaining:

- (a) information on all aspects of UPE for situational analysis and
- (b) for working out effective intervention strategies.

These schedules were sent by mail to 16 DPEDs and 124 BEDs. Subsequent to this, a two day workshop of the DPEDs was held for integrating practitioners perceptions into the training materials.

Step VI: Development of Training Materials

In order to develop need based local specific materials for training of key personnel, the following inputs were integrated:

- (a) Resource base (secondary materials generated by Data Bank of Department of Women's Studies, NCERT).
- (b) Perception of state level educational leadership obtained through meetings.
- (c) Study on dropout and non enrolment of girls in rural Haryana
- (d) Workshop of the District Primary education Officers (2 days)
- (e) Workshop for evaluating primary education textbooks from the point of view of removal of gender bias (2 days)

These inputs were used in two ten days workshops which led to the development of the following training materials

- (i) A Handbook on the Project
- (ii) Training materials in the local language, namely Hindi
- (iii) Scripts for 2 shorts films on the project entitled (a) Shiksha ke Badle Kadam (Primary Education on the move) and (b) Mein Bhi Kuch Kam Nahin (I also am!)
- (iv) Thirty maps and graphs on educational and allied indicators.
- (v) Slogans for posters to be used for an orientation/ training programmes.

Step VII: Orientation of Key Educational Personnel

(District Primary Education Officers/Block Education Officers, Teacher Educators)

Objectives

1. To acquaint the participants with the National Policy on Education and the Programme of Action with focus on Universalisation of Elementary Education and Education for Women's Equality.
2. To further sensitize key persons on problems and issues of education of girls and disadvantaged groups.
3. To help participants appreciate and formulate quality improvement programmes directed at primary education.
4. To familiarize participants with quantitative indicators of UFE for planning and monitoring.

Participants

A total number of 74 participants were oriented during the two workshops held at SCERT, Gurgaon from 3rd to 5th May, 1993 and 6th to 8th May, 1993. The participants comprised 7 District Primary Education Officers; 31 Block Education Officers and 36 Teacher Educators from SCERT, Haryana, District Institute of Educational Training (DIETs) and Elementary Teacher Training Institute, (ETTs). (List of participants appended).

The Education Commissioner and Secretary to the Government of Haryana and the Director of Primary Education participated in the second programme in a joint session with the participants.

Methodology

Keeping in view the total spirit of the project, the orientation programmes followed an **interactive participatory workshop mode**. A combination of methods and techniques like individual participants seminar in life history mode, audio visual presentation followed by discussions, individual and group exercises and films. The process was aimed at generating creative thinking in the key actors for designing strategies for quality improvement programmes along with programmes with focus on enrolment and retention of children from disadvantaged groups. **Building of individual commitment and capability for shouldering the onerous task of UPE remained a constant beacon**. Feedback from these participants has been utilized for designing the subsequent orientation programmes under Phase II.

Training Materials

Following training materials were distributed

1. Handbook on the Project
2. Report of the study on Dropout and Non Enrolment
3. Training Materials in Hindi
4. Ishatī Poortī (Handbook of teachers for elimination of sex bias from language textbooks)
5. Handbook for Elementary Teachers on Status of Women Through Curriculum
6. Fact Sheet on Education of the Girl Child
7. Playway activities in Primary Education
8. Multigrade Teaching
9. Universal Primary Education for Rural Girls in India (Unesco Report).

**ORIENTATION PROGRAMME FOR
KEY EDUCATIONAL PERSONNEL ON UFE FOR GIRLS & DISADVANTAGED GROUPS**

	I	II	III	IV	Remarks
Day 1	Opening Session National Policy Education & Programme of Action (a) UFE, (b) Education for Women's Equality	Participants seminar	-UFE with Focus on Harvard Tea Break	-Films & Discussion -Harvard unwanted -Born Female -Initials & other Educational Data	
Day 2	-Gender issues in curriculum	Elimination of bias from books	-Inputs into teacher education	-Mobilization of women and community	
Day 3	Improving class room practices	-Group work Teaching/Learning	Qualitative indications for monitoring	-Group work to prepare action plans	

* Each Session is of one and a half hours duration

-- The Programme will start at 7.30 a.m. and will finish by 1.30 p.m. each day

Faculty

Faculty for the orientation programmes was drawn from amongst experienced faculty members of NCERT and SCERT.

Resource Persons

NCERT

1. Dr. K. Gopalan, Director, NCERT
2. Dr. A.K. Sharma, Joint Director, NCERT
3. Dr. Jai Chandiram, Joint Director, CIET, NCERT
4. Prof. H.K. Jangira, Head, Deptt. of Teacher Education
5. Prof. S.D. Roka, Department of Pre-School and Elementary Education.
6. Dr. M.P. Rastogi, Reader, Department of Pre-School and Elementary Education.
7. Ms. Anupam Ahuja, Senior Lecturer, Department of Teacher Education.
8. Prof. S. Bisaria, Consultant, Deptt. of Women's Studies
9. Prof. Usha Nayar, Head, Deptt. of Women's Studies
10. Dr. V.C. Nautiyal, Reader, Deptt. of Women's Studies
11. Dr. Kiran Devendra, Reader, Deptt. of Women's Studies
12. Dr. Janak Duggal, Reader, Deptt. of Women's Studies
13. Dr. Raj Rani, lecturer, Deptt. of Women's Studies
14. Mr. Harish Tyagi, JPF, Deptt. of Women's Studies
15. Ms. Mani Bhasin, JPF, Deptt. of Women's Studies
16. Ms. Sat Preet Chatrath, JPF, Deptt. of Women's Studies

Haryana

1. Mr. S. Bannerjee, Education Secretary and Commissioner, Govt. of Haryana
2. Mr. S.S. Kaushal, Director of Primary Education, Haryana
3. Mr. Ishwar Singh, Director, SCERT, Gurgaon
4. Ms. Vimal Lathar, Officiating Director, SCERT, Gurgaon
5. Ms. Swarn Chopra, Incharge Women Education Cell, SCERT, Gurgaon
6. Ms. Laj Rohella, Women's Education Cell, SCERT, Gurgaon
7. Mr. Rudra Pal Singh, Women Education cell, SCERT, Gurgaon
8. Mr. N.C. Chutani, SCERT, Gurgaon
9. Mr. Kapoor, SCERT, Gurgaon

A major feature of the project has been building of capabilities of state and District level key educational personnel for efficient delivery of primary education with its emphasis on quality, quantity and equality it may be recalled that a Women's Education Cell was established as an offshoot of the present project, these personnel became fully equipped to prepare and transact appropriate training materials on the local areas of the project. They shall be conducting Phase II and Phase III training on their own with general support from the Department.

Annexure-II

Orientation of Key Educational Personnel on UPE of Girls & Disadvantaged Groups (DPEGs, BEDs & Teacher Educators of Gurgaon, Hissar, Jind Districts) under Unesco Sponsored Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural & Remote Areas (3rd to 5th May, 1993 at SCERT, Gurgaon)

List of Participants:

DISTRICT PRIMARY EDUCATION OFFICERS

- | | | |
|-------------------------------------|-----------------------------------|---|
| 1. Mr. Manu Dutt Bisnoi
Hissar-I | 13. Mr. Zile Singh
Ratia | 24. Mr. F.P. Singh
SCERT, Gurgaon |
| 2. Mr. A.K. Chawla
Hissar. | 14. Mr. Uday Ram
Manasur. | 25. Mr. A.V. Eaveja
FEC,
SCERT, Gurgaon |
| 3. Mr. L.N. Bharti
Gurgaon. | 15. Ms. Pushpa Ratania
Sonna. | 26. Ms. Haran Lata Malik
SCERT, Gurgaon |
| 4. Mr. R.S. Sukreja
Jind. | 16. Mr. Pardeep Singh
Nun. | 27. Ms. Lal Raniella
Lecturer
SCERT, Gurgaon |
| | 17. Ms. Sumitra Devi
F. Nagar. | 28. Mr. V.N. Dsingra
Lecturer in Physics
SCERT, Gurgaon |

BLOCK EDUCATION OFFICERS

5. Mr. Devi Ram Sharma
Jind.
6. Mr. Raghubir Singh
Hissar.
7. Mr. Indu Singh Baswana
Hissar-II
8. Ms. Kavita Munjal
Hissar.
9. Mr. Manojishan Aggarwal
Bawal
10. Mr. Ishwar Singh
Siwani
11. Mr. Jia Ram Rao
Pataudi
12. Mr. J.P. Bhardwaj
Narnaul

TEACHER EDUCATORS

19. Ms. Sheela Manu a
Lecturer,
DIET, Gurgaon
20. Ms. Sarita Dutt
DIET, Gurgaon
21. Mr. Prem Chand
DIET, Gurgaon
22. Ms. Tara Kapoor
Jr. Specialist
SCERT, Gurgaon
23. Ms. Usha Batra
Jr. Specialist
SCERT, Gurgaon
29. Mr. P.D. Nagar
Sr. Specialist
SCERT, Gurgaon
30. Mr. A.P. Bhardwaj
Lecturer
SCERT, Gurgaon
31. Ms. Vidya Malik
SCERT, Gurgaon
32. Ms. Ajmal Lathan
Director
SCERT, Gurgaon
33. Ms. Swarn Chopra
SCERT, Gurgaon
34. Ms. Umil Kapoor
Sr. Specialist
SCERT, Gurgaon

35. Ms. Chander kanta
SCERT, Gurgaon
36. Mr. R.C. Singal
SCEFT, Gurgaon
37. Mr. Ramesh Pr. Sharma
RT,
SCERT, Gurgaon
38. Mr. Sohan Lal Bishnoi
Sr. Specialist
SCERT, Gurgaon
39. Mr. Vijay Kumar
sp,
SCERT, Gurgaon.

NCERT FACULTY

40. Prof. Usha Navar
Head
Deptt. of Women s Studies
N.C.E.R.T., New Delhi.
41. Prof. Sarojini Bisaria
Consultant
Deptt. of Women s Studies
N.C.E.R.T., New Delhi.
42. Dr. K.C. Nautiyal
Reader
Deptt. of Women s Studies
N.C.E.R.T., New Delhi.
43. Dr. Kiran Devendra
Reader
Deptt. of Women s Studies
N.C.E.R.T., New Delhi.
44. Dr. Poo Rani
Lecturer
Deptt. of Women s Studies
N.C.E.R.T., New Delhi.

Annexure III

Orientation of Key Educational Personnel on UPE of Girls and Disadvantaged Groups (UPEDs, BEDs & Teacher Educators of Ambala, Bhiwani, Faridabad Distts) under Unesco Sponsored Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural & Remote Areas (6th to 8th May, 1993 at SCERT, Bargaon)

(List of Participants)

DISTRICT PRIMARY EDUCATION OFFICERS

1. Mr. O.P. Sharma
Faridabad
2. Mr. Tara Chand Saini
Bhiwani
3. Mr. T.S. Lalra
Ambala

14. Mr. Man Singh Sharma
Ch. Badli-I
15. Mr. Basant Lal
Bhiwani
16. Mr. Lachman Dass
Bhiwani
17. Mr. Gian Prasad
Bhiwani-II

14. Mr. Man Singh Sharma
Ch. Badli-I

15. Mr. Basant Lal
Bhiwani

16. Mr. Lachman Dass
Bhiwani

17. Mr. Gian Prasad
Bhiwani-II

BLOCK EDUCATION OFFICERS

4. Mr. M.G. Sharma
Ballabgarh
5. Mr. Hira Lal
Faridabad
6. Mr. Mohan Lal
Bannikhera
7. Mr. Ramphool Singh
Faridabad

18. Mr. Deep Chand Singh
Bhiwani
19. Mr. Vishwa Kumar
Badli-II
20. Mr. Shashi Pal Singh
Badli-I

18. Mr. Man Singh Sharma
Ch. Badli-I

19. Mr. Basant Lal
Bhiwani

20. Mr. Lachman Dass
Bhiwani

TEACHER EDUCATORS

8. Ms. Santosh Hasija
Paiwal-II
9. Mr. P.C. Gupta
Narainagar-II
10. Mr. Swarn Singh
Narainagar-I
11. Ms. Tejinder Kaur
Ambala City
12. Ms. Darshan Kaur
Ambala.
13. Ms. Tej Chand Sharma
Bhiwani-II

21. Ms. Ranchar Sharma
S.S. Mithra
Morni Hills
B.E.T.T.I., Ambala
22. Mr. Shamesh Singh
Science Master,
B.E.T.T.I.,
Morni Hills, Ambala
23. Mr. Ramesh Chand
Art & Craft Teacher
B.E.T.T.I.,
Morni Hills, Ambala

21. Mr. Man Singh Sharma
Ch. Badli-I

22. Ms. Basant Lal
Bhiwani

23. Mr. Lachman Dass
Bhiwani

24. Mr. Gian Prasad
Bhiwani-II

25. Mr. Basant Lal
Bhiwani

26. Mr. Lachman Dass
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